

Inspection report for early years provision

Unique reference number	EY442176
Inspection date	28/08/2012
Inspector	Lynn Clements
Type of setting	Childcare - Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Pips Nursery was registered in 2012; however, the childminding service has been established since 1996. The nursery is situated in the rural area of Strethall, Essex, operating from one part of the provider's cottage. It is open for 47 weeks of the year and operates from 8am until 6pm.

The nursery is registered to care for a maximum of 12 children under eight years, all of whom may be in the early years age range. All children may be under two years of age. There are currently 29 children on roll. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. Six members of staff work with the children, with five holding appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A good knowledge of each child enables all members of staff and the provider to promote their welfare and learning well. Children clearly enjoy learning about the world around them in this safe and secure nursery. Partnerships with parents, carers and other providers are exceptional and significant in making sure that the needs of all children are met, along with any additional support needs. This attention to detail when working with others means that through the continuity of care, children progress well, given their age, ability and starting points. Regular self-evaluation by the provider and her staff, along with parents, carers and the children, helps to identify priorities for development. This enables the nursery to respond to the needs of service users, resulting in provision that makes very good improvements.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the current system of planning to make sure that children's individual targets for learning are clearly identified, in order that they continue to be effectively challenged across all areas of learning.

The effectiveness of leadership and management of the early years provision

The provider and all members of staff have an excellent understanding of their responsibility to ensure that the provision meets the safeguarding requirements. Robust procedures are in place with regard to staff recruitment and protecting children from adults who have not completed a Criminal Record Bureau check. All staff understand their role in safeguarding children from harm and have a clear knowledge about the signs and symptoms of abuse. A wide range of relevant

policies and procedures are in place, discussed with staff and families and updated in line with the most recent legislation. The implementation of these, along with all required documentation being in place, means that the nursery runs smoothly and outcomes for children are very good. Risk assessments are thorough, identifying possible hazards and how these are minimised. In addition, any urgent issues are clearly identified and recorded, and appropriate and swift action is taken to make sure that children remain safe. All staff attend relevant training and continuing professional development is taken seriously in order that staff knowledge remains up-to-date and relevant.

The deployment of resources is good and emphasis is placed on child-led learning. This is supported through the good provision of child-height and accessible storage which enables all children, including very young ones, to reach and make their own selections. Positive images around the nursery and children's own creations reflect the cultures of those children attending. The provider has clear and effective strategies in place to make sure the nursery remains sustainable. Staff are sensitive to the differing needs of each child and their families. There are very good strategies in place with regard to identifying and supporting children with additional needs. Staff work in partnership with others, such as speech and language therapists, in order to support individual children in their care, helping them to make good progress in all areas of learning and development. There is no bias in staff practice in relation to gender, race or disability and time is taken to research and reflect diversity through discussions, activities, books and resources.

Partnership working in all respects is excellent. Parents and carers are very much included in the daily running of the provision. Their ideas and opinions are actively sought to enhance and develop the setting, in order to meet their children's care requirements and build positive, strong relationships, which clearly benefit all children. The provider and staff are highly committed to working in partnership with others and take a lead role in establishing effective working relationships with other settings, such as the feeder nursery and pre-schools in the locality. Time is taken to make visits and learn about the opportunities children will have as they move onto these settings. These interactive relationships, along with relevant information sharing, mean that children make seamless transitions to the next stage of their early learning and development. Parents report that they would and have highly recommended the nursery and that the standard of care and education is exceptional. Parents and carers are very well informed about all aspects of their own children's achievement, well-being and development. The setting provides tailored guidance and information about precise ways parents and carers can support their children's learning across different areas. Self-evaluation includes all adults and the children. It is rigorous and as a result, actions taken by the provider and staff are well targeted and have had a good impact on bringing about sustained improvement to the nursery.

The quality and standards of the early years provision and outcomes for children

The provider and staff are focused on helping all children to make good progress in their learning and development, and promoting their welfare. There is a

common sense of purpose between staff who work well together to ensure that all groups of children have the opportunity to achieve and thrive. Staff have clear systems of observation and assessment in place. They are currently developing further the organisation of their planning to link more rigorously to individual learning intentions. This has been taken forward as a recommendation at this inspection to ensure that children remain effectively challenged and interested, and continue to make good overall progress in their learning and development. Learning records are maintained, enabling key persons to identify progress made by each child across all the areas of learning. In addition to these, children maintain their personal learning journals which include their own creations and ideas about what they enjoy most in the nursery. Parents and carers contribute their views and knowledge about their children's achievements at home, providing staff with a clear picture of the whole child and further enabling them to support their progress in the nursery.

Children make good overall progress in developing the personal qualities that enable them to take responsibility for small tasks and develop skills for the future. They have good relationships with the provider and staff. Children play well on their own, and those from different backgrounds and cultures work and play in harmony. They are motivated and interested in the broad range of activities and take responsibility for choosing what they do. Children demonstrate that they are very good communicators, sharing their ideas and talking to staff and adults about what they are doing or would like to do. For example, when playing outside and using the swing, they decide that they need a 'baby' to swing. They confidently ask members of staff where 'baby' is because they want to swing her 'high'. As they use the descriptive word they add hand gestures to demonstrate what up high looks like to them, swinging their arms upwards. Children listen attentively as they enjoy stories and group discussion times. Older, more able children link sounds and letters and demonstrate key skills, such as writing their names in thank you cards. They enjoy problem solving as they complete jigsaws and various types of puzzles. Children clearly learn that some things are theirs, some things are shared, and some things belong to other people, for example, as they bring toys from home. Opportunities for children to develop mathematical concepts through sand play, water play and matching and sorting games provide fun interaction between peers and members of staff. Very young children thoroughly enjoy filling and emptying containers with water while others explore how sand feels and what they can do with it, for example, making shapes and patterns. Children have access to the enclosed outdoor play-space and enjoy regular opportunities to explore the local, rural environment around them.

Children are developing their awareness about leading healthy lifestyles as they have daily access to home-cooked, balanced meals and snacks which meet their dietary requirements well. In addition they learn where foods come from as they enjoy planting and harvesting carrots and potatoes from their very own vegetable plots. Children talk about the need to wash their hands at pertinent times and hygiene standards are good throughout the nursery. Children enjoy the daily opportunities to play outside where they develop their coordination and physical skills on a larger scale than is possible indoors. Very young children appear content and settled because their health, physical and dietary requirements are well met. All children show a strong sense of security and feel safe within the setting. They

are extremely confident and competent in communicating their thoughts and show a mature response to taking responsibility about their own and others' safety. The high quality adult interaction and exemplary organisation of routines help babies and very young children to gain an exceptionally strong sense of security.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met